

COURSE DESCRIPTION

This seminar will focus on research methods, quantitative and qualitative, as well as historical and current research in literacy. Students will be required to investigate and analyze an issue or problem in order to propose solutions, and subsequently to develop a literature review and research proposal for one of the solutions. Students will also be required to read and analyze several research articles that represent foundational knowledge and current trends. Students will lead at least one study group and will present their final project.

Understand	Know	Do
Research informs instruction	Key understandings from research	Read widely and deeply in the field
Research helps us be reflective in our practice	Ways in which to consider how our instruction is working/not working for our students and how to modify	Research and construct an action plan for a wondering or concern identified by staff about an instructional practice or student achievement.
A knowledgeable teacher is an effective teacher	The body of knowledge about how children learn to read How to engage and teach adult learners	Conduct professional development

COURSE RATIONALE

This advanced seminar will enable graduate students in the Reading Specialist program the opportunity to interpret and extend both historical and contemporary research in literacy theory, curricula, and instruction via discussion and application. The contribution of relevant reading research to the field of literacy, the interpretation of research findings related to the improvement of instruction, and the conduct and application of research will inform the Reading Specialist candidate regarding the status of theoretical foundations and best practice in the field of literacy and literacy instruction. This course will also provide candidates the opportunity to provide professional development to their peers and professor. Candidates are encouraged, but not required, to implement their research proposals and to seek out professional meetings to present their findings.